R E P O R T R E S U M E S

ED 003 137 64

DEVELOPING HUMAN RESOURCES FOR EDUCATIONAL TELEVISION. REPORT OF A SURVEY OF PERSONNEL IN EDUCATIONAL TELEVISION.

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REPORT NUMBER NDEA-VIIB-196 PUB DATE MAY 63
CONTRACT OEC-2-16-026
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- TELEVISION, *EDUCATIONAL TELEVISION, SURVEYS, *TELEVISION SURVEYS, *PERSONNEL, *HUMAN RESOURCES, DISTRICT OF COLUMBIA

A DESCRIPTION OF THE CURRENT STATUS OF PERSONNEL IN EDUCATIONAL TELEVISION EMPHASIZING THE EXTENT OF THEIR EXPERIENCE AND TRAINING WAS ASSEMBLED. THE ORGANIZATIONS CONTACTED FELL INTO FIVE MAJOR CATEGORIES--(1) COLLEGES AND UNIVERSITIES, (2) PUBLIC SCHOOL SYSTEMS, (3) STATE EDUCATION DEPARTMENTS, (4) EDUCATIONAL TELEVISION STATIONS, AND (5) MILITARY INSTALLATIONS. RESPONSES TOTALED 1,865. A QUESTIONNAIRE WAS SENT TO ALL INSTITUTIONS, AND INFORMATION WAS GATHERED ON 6,000 INDIVIDUALS. INFORMATION GATHERED WAS ON NUMBER, LOCATION, TRAINING, SKILLS, BACKGROUND, AND OCCUPATIONAL ASSIGNMENTS OF PERSONNEL INVOLVED WITH EDUCATIONAL TELEVISION IN THE UNITED STATES. (HB)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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DEVELOPING HUMAN RESOURCES FOR EDUCATIONAL TELEVISION

REPORT OF

A SURVEY OF PERSONNEL IN EDUCATIONAL TELEVISION

by the

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
Washington, D.C.

in cooperation with

THE OFFICE OF EDUCATION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

May, 1963

ED003137

The project reported on in this publication was conducted pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare, N.D.E.A. - OE-2-16-026.

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INTRODUCTION AND BACKGROUND

This study of personnel in educational television was undertaken by the National Association of Educational Broadcasters to provide basic information which would be useful in the identification and training of personnel to staff and to manage educational television operations now and in the future.

The need for information in this area is made clear to us regularly. Everywhere one looks there is evidence documenting the growth of existing educational television facilities and the development of new local, regional and statewide plans.

Some thirty-five (35) states all across the country have developed state "plans" for the activation of educational television stations, or for the expansion of existing facilities.

Colleges and universities throughout the country are enriching their direct instruction programs with closed circuit television facilities. Growth patterns to date indicate that closed circuit facilities are developing at a greater rate in institutions of higher education than at any other level of our educational system, in addition to extensive use of materials made available by broadcasting facilities which they may operate directly, or share responsibility for programing.

Public school systems are increasing their use of television, for both direct instruction and teacher training purposes. At this level, too, interest in broadcast as well as closed circuit television is increasing at a rapid pace.

Two years ago, educators themselves, responded to the N.A.E.B. Survey of the Needs of Education for Television Channel Allocations[1], by indicating a need for at least 1,197 television channel assignments to be reserved exclusively for educational purposes within the next ten to fifteen years. That study surveyed educators in public schools as well as private and public colleges and universities across the country.

Military and government uses of television are also expanding, not so much in number as in variety of uses. At the Headquarters of the Air Force Systems Command in Washington, D.C., television is being used for management communication. Presentations and reports are exchanged by presenting them on television. The installation at Washington is connected to other bases only by video tape now, but future plans envision a country-wide system bringing together all bases in the Command.

Government agencies, such as the National Aeronautics and Space Administration, are also making extensive use of television for the general dissemination of information among their staff and to the general public.

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[1] National Association of Educational Broadcasters, and the U.S. Office of Education, Survey of the Needs of Education for Television Channel Allocations, Washington; U.S. Government Printing Office, 1962.

The availability of federal funds for the activation of educational television stations and the legislation requiring all-channel receivers by April, 1964, both serve to accelerate even more the growth of educational television.

Simultaneously, new methods of closed circuit transmission are encouraging interest among additional schools and colleges. The advantage of local control and local service afforded by microwave distribution of instructional information has caused institutions that previously felt that television was beyond their financial resources to consider it more carefully and to initiate plans to take advantage of this new development for their specific needs.

The importance of these developments is widely accepted, yet none of them will make a contribution to the general or specific educational needs which they intend to meet without carefully trained and competent personnel.

Even a casual survey throughout the United States indicates that there is a shortage of adequately trained and experienced personnel in educational communications. It is becoming more difficult to find persons with educational backgrounds who are also competent in the various skills and knowledge of mass communication to meet the expanding needs for creative talent in this field, for jobs in the United States and for assignments to American missions abroad.

It is equally difficult to find among skilled and experienced mass communication personnel those who have a sufficient background and interest in education to contribute adequately to the operation and management of the facilities now in existence or planned for the future.

The depth and difficulty of this problem is affirmed by the fact that no college or university in the country has developed a program which is designed to attract persons into educational communications and then to train them adequately for important service in this field. The absence of such programs is no doubt the reflection of another gap - a lack of information as to what particular skills and competencies exist and in what quantities. This gap is what led to the current survey of personnel, assessing the competencies available and correlating such availability with the growing needs.

Roughly thirty (30) colleges and universities have indicated that they offer courses in educational radio and television. These range in length and scope from summer workshops lasting two to three weeks, to six-week courses, to full semester courses. It is possible, of course, for a student to enroll in a course of study and devise a schedule of courses which will approximate an emphasis upon educational television, but the initiative has to be the student's, and the chances are good that the courses are survey courses not specifically designed to train professional educational personnel.

Even large universities well known for their contributions to educational television and radio do not necessarily have extensive training programs in this area. In many cases, the educational television and radio facilities are directed toward station operation and the training program, often administered in a different department, is only indirectly a part of the work for which the university has developed a reputation in this field.

It is these conditions which have underlined the NAEB's interest in the personnel problem which faces educational television facilities right now. While it appears that this is a criticism of training practices now extant, the fact of the matter is that these situations do exist, for quite understandable reasons, and the most reasonable plan is to provide information which can serve as a stimulus or a catalyst to aid the improvement of existing programs and the development of others.

It is ambitious to suggest that one personnel study will result in the development of satisfactory training programs for future personnel, but there is reason to believe that the general approach which was established for this study, the results which were obtained, and the counsel of the Evaluation Committee which related the data to the development of training programs, will have an important and useful effect on the personnel problems which have been outlined here.

EXPLANATION OF PROCEDURES

The first step in the development of this study was the meeting of an Advisory Committee. This group, several members of which are members of the N.A.E.B. Professional Development Committee, has long been interested in the problem of upgrading and attracting personnel to educational television and provided wise counsel at this stage of the project.

There was agreement among the members of the Committee that the most useful approach to the development of training programs would be to study the skills and competencies of personnel now operating in this field. The major topic of discussion, therefore, was the development of a device which would elicit the most useful information for the staff and Evaluation Committee to review in its determination of recommendations for training programs. Details of the basic procedures for the study which were established by the Advisory Committee are outlined in this chapter.

To assure reaching as many individuals as possible, the Committee recommended that the first letters be sent to institutions known to be using television for educational purposes. Institutional contact would provide first-hand information about persons engaged in educational television work.

Letters to public schools invited the addressee (usually the Superintendent of Schools) to "list the name and mailing address of each

person on the staff who is involved in the administration, operation and utilization of television in your school system." With somewhat different wording, college and university letters requested that similar information be returned. Thus, with direct institutional contact, it was possible to obtain the name of nearly every person in the country actively engaged in educational television responsibilities. Specifically, the survey was confined in the final cataloging to those individuals who were or are devoting fifty per cent (50%) or more of their time to directing, operating, or managing educational television facilities or who are engaged in teaching or supervising teaching by television as a major part of their professional effort.

Every letter to institutions was accompanied by a general information sheet summarizing the background and need for the study.

Detailed information regarding contacts with various categories of institutions and other aspects of the procedure are included in the following sections.

PUBLIC SCHOOL SYSTEMS

Every public school system in the United States with a population of 10,000 or above received a letter asking for information about the use of television in its instructional program. In several cases, where institutions of smaller school population were known to be using television, they were also contacted. The letter asked whether television was

currently being used, to what extent, whether it was open or closed circuit, and the names of the persons directly involved and responsible for the operation. Accompanying each letter was a general information sheet.

Although there are nearly 45,000 school systems in the country, and this survey has included roughly 1,200 of them, this still represents a majority of the school population. The reason is that nearly 28,000 school systems represent only three per cent (3%) of the school population, and less than 2,000 school systems account for almost two-thirds of the school population. Using the cut-off population of 10,000, and including a number of institutions below that figure known to be using television in their instructional programs, assures that there are very few schools, if any, making a substantial use of television that were not included.

COLLEGES AND UNIVERSITIES

There were several methods used to determine what colleges and universities should be included. First, it was decided to contact all institutions which are included in an annual compilation prepared by Dr. Harold Niven[2]. Dr. Niven's report lists all institutions of higher education which are teaching courses in radio and television or offering degrees in this field. While it is by no means certain that schools

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[2]Colleges and Universities Offering Degrees and Course Work in Broadcasting, 1961-62, by Harold Niven, School of Communications, University of Washington, Seattle, Washington.

with such academic programs are using television for instructional purposes outside the radio-television department, the chances of its use here appears to be great enough to include all of these schools in the survey.

As a second resource, all of the schools listed in the McKune compendium, Telecourses for Credit[3], and the Directory of Closed Circuit Television Installations[4], compiled by the D.A.V.I. of the National Education Association were included.

A third source of information about colleges and universities using television is a report of the Council on Medical Television of the Institute for the Advancement of Medical Communication[5].

A fourth source of information was the extensive file of data available from the N.A.E.B. Survey of the Needs of Education for Television Channel Allocations[6]. While much of this information was a

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[3]Telecourses for Credit, compiled and edited by Lawrence F. McKune, Continuing Education Service, Michigan State University, East Lansing, Mich.

[4]Studies in the Growth of Instructional Technology, II: A Directory of Closed Circuit Television Installations in American Education with a Pattern of Growth. Department of Audio Visual Instruction of the National Education Association, Washington, D.C.

[5]The Use of Television for Education and Research in Medicine and Dentistry. Council on Medical Television of the Institute for Advancement of Medical Communication, New York, New York.

[6]NAEB, op. cit.

duplicate of material provided in the earlier sources, there were some schools listed here as planning television, or using television, that were not included in any of the other directories.

STATE EDUCATION DEPARTMENTS

All State Education Departments were included in the study. In most cases, the Commissioner of Education or the Superintendent of Public Instruction was contacted directly. In some instances, persons known to be responsible for educational television at the state level were contacted.

The growing number of state educational television commissions and educational television authorities meant that the letters were often channeled to these organizations for a response. On the basis of the answers, it is assured that data was received from every state with specific reference to the persons on the state staff who are working with educational applications of television.

EDUCATIONAL TELEVISION STATIONS

All educational television stations in the country were contacted directly and asked to supply the names of all persons on their staffs who were considered to be professional television personnel.

ASSOCIATIONS

All known professional associations concerned with educational television or related areas were asked to submit the names of persons who should be included in this survey. In addition, certain state educational television associations and societies were also invited to submit names of their personnel. Although most of these were reached through contact with state education departments, there are some which are state chartered, but not state operated, and individuals at these associations could not be reached through state education department channels.

MILITARY INSTALLATIONS

This is a difficult area to reach, for there are a variety of uses of television in the military which are related, but not identical to civilian education's use.

There is no over-all television coordinator for all of the armed forces, so various approaches were used to obtain lists of persons to contact. From those initial contacts, it was felt that leads could be got to other personnel.

The first source of information was a United States Air Force Directory of Closed Circuit Television Personnel[7]. The second was the

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[7]USAF Directory of Closed Circuit Television Personnel, October, 1962.

Registration List for the Third Armed Forces Television Conference[8], held at the Quartermaster School at Fort Lee, Virginia. The Director of this Conference assured that this list represented the most complete compilation of persons in the armed forces making use of television for informational, educational and management purposes, and that contact with these persons would provide the best nucleus of military educational television personnel.

GOVERNMENT PERSONNEL

Television is also used in a variety of ways by departments of the government. Actually, there are relatively few which are directly working with educational television on a full-time basis, and the names of these persons were available through the Educational Media Branch of the United States Office of Education[9]. Here again, some areas of television use which might be considered peripheral were also included because the personnel are actively engaged in the informational applications of television communication and come largely from the same reservoir of personnel as those working at schools, colleges and educational television stations.

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[8]Registration, Third Armed Forces Television Conference, October 17-19, 1962, U. S. Army Quartermaster School, Fort Lee, Virginia.

[9]Key Personnel in U. S. Government Film, Television, and Other Audio Visual Programs; Department of Health, Education and Welfare, Office of Education, Educational Media Branch; October, 1962.

OTHER SOURCES

Although every effort was made to cover all areas as carefully as possible, there is, of course, a possibility that some persons have been omitted and some institutions have not been contacted. In an effort to eliminate deletions of this sort, lists of organization memberships, conference registrations and newsletters and journals in this field were reviewed since the start of this project to reveal the names of individuals who should have been included but had not yet been contacted.

SUMMARY OF SOURCES CONTACTED

In all areas of education and training, using television for instruction or for purposes of general education, nearly two thousand (2,000) different major sources of professional employment were contacted and involved in the survey process. As a result of these efforts, some six thousand (6,000) individuals engaged in the professional use of television for education were enumerated and their skills, background and occupational assignments requested.

DEVELOPMENT OF A SURVEY SCHEDULE

The letters to institutions included a short list of questions requesting information about their use of television and the staff personnel involved. The second step was the development of a schedule of questions which could be sent to each individual.

The Advisory Committee developed the basic information which was felt to be necessary and various forms and arrangements of these items were submitted to them for criticism. First, it was necessary to have general information as a reference for determining basic demographic data. Second, a brief listing of professional experience, including recent positions, and general salary classification.

The major part of the schedule was designed to seek information about the skills and competencies of persons in the field. This section was divided into nine (9) basic categories with the intent of having each person describe the nature of his experience in whichever category or categories seemed most appropriate. This section also provided space for information about special skills, and special assignments appropriate to educational television work.

The next group of items was concerned with specific academic training, and more general and informal educational experiences through workshops or training programs. The last two categories requested information about contributions to professional advancement through the publication of research papers, consultancies, articles, books, or other appropriate items, and a checklist of professional memberships in which the Committee was particularly interested. As a last item, three (3) references who could verify the detailed information were requested.

INDIVIDUAL CONTACTS

As soon as individual names were submitted by the various employing institutions, a card was prepared in order to keep track of responses and provide a basis for follow-up. Each individual was contacted with detailed explanations of the nature and purpose of the survey.

FOLLOW-UPS

In order to facilitate follow-up control, index files were kept on all of the contacts. As responses were received from individuals, the information was tabulated and prepared for handling and counting by electronic data card procedure.

When all data had been completely tabulated and processed in the machines, the results were printed out in cross-index tabulation and a comparative evaluation of the results was made by a special Evaluation Committee established for this purpose. The Evaluation Committee was composed of representative professional people from the major areas of education.

RESULTS OF THE STUDY

There are literally volumes of data which result from a study of this scope: the names of the respondents alone cover several hundred pages, and the cross tabulation of data could easily include information which has no pertinency or direct value to this study. Therefore, efforts have been made to present only the data which bear most directly on the matter of describing the current status of personnel in educational television, emphasizing the extent of their experience and training.

TABLE 1

INSTITUTIONAL RESPONSES
TO ORIGINAL INQUIRY
REQUESTING NAMES OF PERSONS
INVOLVED IN EDUCATIONAL TELEVISION

	Number Responding
Colleges and Universities	654
Public School Systems	1,047
State Education Departments	50
Educational Television Stations	71
Military Installations	43
	1865

The colleges and universities and public school systems are involved with television in a variety of ways. Some are originating television instruction for their own purposes or for use at other institutions

and some use television only as it is provided by other educational institutions or agencies, as well as nationwide telecasts of complete courses which are made available by commercial television stations and networks. The extent of involvement as revealed by their response to this survey is indicated in Table 2.

TABLE 2

USAGE OF TELEVISION FOR INSTRUCTIONAL PURPOSES
AT COLLEGES AND UNIVERSITIES
AND PUBLIC SCHOOLS

	Number Responding	Using and Originating TV Instruction	Only Using TV Instruction	Distribution System	
				Bdcst	C.C.TV.
Colleges and Universities	654	178	257	144	163
Public School Systems	1,047	135	521	485	119

SALARIES OF EDUCATIONAL TELEVISION PERSONNEL

There has long been concern about the salary levels of personnel in educational broadcasting. Feeling that this was often a drawback to the recruitment of high quality individuals, many have suggested that solving this problem would increase the probability of talented persons seeking employment in educational television. The results of this study do not

give strong support to the thesis that low salary could be an important deterrent to the improvement of educational television personnel.

TABLE 3

DISTRIBUTION OF ANNUAL SALARY
OF EDUCATIONAL TELEVISION PERSONNEL

Salary Categories	Number	Per cent
Less than $5,000	464	14.7
$5,000 - $6,999	797	25.3
$7,000 - $8,999	745	23.6
$9,000 - $10,999	564	17.8
$11,000 - $12,999	257	8.2
Over $13,000	219	7.0
No Answer	106	3.4
	3,152	100.0%

The data on Table 3 show that 60% of the educational television personnel included here make more than $7,000 per year; over 15% make in excess of $11,000 per year. Although it may be argued that 40% of a professional field makes under $7,000 a year, this is not particularly unusual, when it is noted that this group includes those who are beginning their work in educational television, as well as persons in certain areas of the country where both salaries and living costs are generally

lower. It is true, of course, that salaries in educational television, or in education itself, are not likely to reach the extremely high figure that some do in business and industry, but the facts clearly do not justify the conclusion that this is a generally underpaid field. This is not to suggest that there is no room for improvement in specific circumstances, but it does reduce the likelihood of this being an important deterrent to persons potentially interested in educational television as a career.

AGE AND SEX OF EDUCATIONAL TELEVISION PERSONNEL

A visit to many educational television stations across the country would lead an observer to conclude that this is "a young man's business." However, looking at the field as a whole, the data indicate that over 60% of the persons now involved in educational television are between the ages of 34 and 53.

While this does not imply that youth has no place in educational television, it does suggest some facts about the experience and training of persons now employed in educational television work.

First, it is clear that a majority of the persons now in educational television might not have been working in this field ten years ago when it first developed. Put another way, they moved into educational television from some other area, perhaps educational radio, motion picture production, commercial television, or from the ranks of teachers or educational administrators. There is no available data on the nature of this

TABLE 4

DISTRIBUTION OF EDUCATIONAL TELEVISION PERSONNEL
ACCORDING TO AGE CLASSIFICATION

Age Classification	Number	Per cent
24 - 33	116	3.7
34 - 43	962	30.5
44 - 53	993	31.5
54 - 63	656	20.8
Over 63	373	11.8
No Answer	52	1.7
	3,152	100.0%

professional movement into educational television, nor is it particularly pertinent. However, it is obvious that there now exists in this profession a large proportion of persons whose training and experience have been in some other area of education or communication. To a great extent, these are the pioneers in educational television, and the spirit which moved them to a new profession is not one upon which we can depend for the development of professional personnel in the future.

Second, the data in Table 4 suggest the importance of bringing young people into educational television at a greater rate than has been done in the past. General observation shows that this is happening, but

usually by accident rather than by design, and there is no evidence that educational television as a profession is seeking to woo and attract top quality college graduates to interest them in this field.

TABLE 5

DISTRIBUTION OF EDUCATIONAL TELEVISION PERSONNEL ACCORDING TO SEX AND MARITAL STATUS

	Number	Per cent
No Marital Status Specified	10	
Single Male	420	
Married Male	2,129	
TOTAL MALE	2,559	81.2
No Marital Status Specified	8	
Single Female	245	
Married Female	340	
TOTAL FEMALE	593	18.8

Data concerning sex and marital status reveal an important potential area for the development of future personnel resources. There are nearly four times as many men as women employed in educational television, and it may be that a reservoir of unexplored talent exists among the female population of our schools and colleges. Considering the predominance of women in elementary and secondary education, it would appear that further exploration should be given to the possibility of developing female talent

for educational television. That we have not done so very extensively, may in part account for the slow involvement of this group both as studio teachers and as classroom users of instructional television.

WHERE EDUCATIONAL TELEVISION PERSONNEL ARE LOCATED

Future needs for educational television personnel must be considered in context of the distribution of today's human resources. Although this is no guarantee that future demands will be identical, data on this subject do give direction to the training, and the various combinations of employing organizations highlight new problems for the development of sound training patterns.

It is evident that most educational television personnel are employed by public schools, colleges and universities, or community-owned educational television stations. It is among these three groups that most of the duplication of reporting has occurred. A director working at an educational television station operated by a public school system was also counted as a public school system employee. Similarly, an educational television station manager, who is also a college administrator, would be included in both categories. Although this inflates the total figure, it demonstrates the error of being too specific about the needs for future personnel. It is not likely, for example, that we can hope to train educational television station managers without providing a sound basis in elementary, secondary, and higher education administration. The evidence suggests that background in each of these areas and others will

TABLE 6

DISTRIBUTION OF EDUCATIONAL TELEVISION PERSONNEL
ACCORDING TO VARIOUS CATEGORIES
OF EMPLOYING AGENCIES

Category	Number	Per cent
Public School	1,040	25.7
College/University	1,514	37.5
Educational Television Station	1,154	28.5
State Departments of Education	74	1.8
Military	56	1.4
Government	5	0.1
Association	130	3.2
Other	21	0.5
No Answer	10	0.3
	4,004*	100.0%

*Totals more than 3,152 because 852 persons are listed in more than one category

be necessary for him to function in the context of the organization which holds the license for the station. It goes almost without saying that this is as important an aspect of operating an educational station as a study of advertising or sales is to a prospective commercial television station administrator.

The numbers in government and military probably do not represent everyone in these areas connected with educational television, although the general relationship of these areas to other categories is not seriously out of proportion. Specialized needs for communications personnel in the military are becoming increasingly apparent and this area of potential need deserves far more consideration in the development of training programs than it now receives or is likely to receive without special effort being made.

DISTRIBUTION OF COMPETENCIES REPORTED BY EDUCATIONAL TELEVISION PERSONNEL

When individuals were invited to submit information about their professional experience and training, emphasis was given to a section called, "Areas of Competency." Each person was asked to "...describe as briefly but specifically as possible, exactly what you have done in the following areas as part of your professional experience. Please read the following categories carefully and provide information in those areas which are most appropriate." Then, the following categories were listed, with the description given as follows:

ENGINEERING: (Design, installation, maintenance and supervision. Indicate licenses held, if any)

TECHNICAL: (Video/audio control, camera, lighting, projection, film editing, film processing, kinescope operation, video-tape operation, etc.)

PRODUCTION: (Producing, directing, graphic arts, announcing, moderating, hosting, writing, staging, set design and construction, etc.)

UTILIZATION: (School educational television coordinator, Instructional Materials Specialist, A-V, etc.)

TELEVISION TEACHING: (Please explain. Indicate grade level, subject, number of lessons or programs, etc.)

RESEARCH: (Please explain. Full or part-time research responsibilities, lesson content research work, instructional, general mass communications, etc.)

ADMINISTRATION: (Station manager, program director, operations director, director of closed circuit installation, etc.)

PROFESSIONAL BROADCASTING EDUCATION: (Teachers of courses in Production, Philosophy, Research, Instructional Communications, etc. Please list specific courses taught and, if possible, attach a course outline for each)

Responses to these items are reported in Table 7.

TABLE 7

DISTRIBUTION OF COMPETENCIES REPORTED BY EDUCATIONAL TELEVISION PERSONNEL

Professional Areas of Competency	Number	Per cent
Engineering	524	6.1
Technical	1,237	14.3
Production	1,878	21.6
Utilization	1,079	12.5
Teaching on Television	1,071	12.4
Research	914	10.6
Administration	1,221	14.1
Broadcast Education	716	8.3
Skipped Section	19	0.1
	8,659	100.0%

The information on Table 7 suggests that persons in educational television are "jacks of all trades." To some extent, of course, this is confirmed by the age of many educational television personnel. The length of experience has undoubtedly involved other areas which are applicable to television and the free method for reporting information allowed the respondents to spell out this experience. The information is particularly interesting when presented in such form that the checking of experience in different areas of competency can also be analyzed.

TABLE 8

CROSS-TABULATION
OF THE DISTRIBUTION
OF AREAS OF COMPETENCY
REPORTED BY EDUCATIONAL TELEVISION PERSONNEL

ENG	TECH	PROD	TT	UTIL	RES	ADM	BD ED		
-	414	289	120	148	128	247	120	ENGINEERING	524
	-	982	283	394	369	606	365	TECHNICAL	1,237
		-	602	684	682	923	621	PRODUCTION	1,878
			-	506	446	350	299	TELETEACHING	1,071
				-	459	560	323	UTILIZATION	1,179
					-	480	352	RESEARCH	914
						-	507	ADMINISTRATION	1,221
							-	BDCST EDUC	716

(for explanation of terms, see page 24)

A total of 524 persons reported competency in Engineering, as defined in the schedule of questions. Of this number, 414 also reported competency in Technical areas; 289 also felt competency in Production, 120 in Television Teaching, 128 in Research, 148 in Utilization, 247 in Administration and 120 in Professional Broadcast Education. This appears to be an unlikely distribution of experience until the figures are examined more closely.

It is quite reasonable that a large number of persons with Engineering competency would have Technical background, and perhaps even some Production training and experience. Others, too, by virtue of their experience may well be in Administrative positions. It is possible that the numbers in Television Teaching, Utilization, Research, and Professional Broadcast Education generally represent the same people. A more thorough analysis of the data revealed this to be the case, with the additional evidence that these persons were located in institutions with relatively small television operations, requiring some attention to Television Teaching (perhaps an electronics course). Utilization (at least from a technical point of view), Research (in the sense that some evaluation of the work was made), and Professional Broadcast Education (covering the teaching which may be done at the high school or college radio-television department).

To some extent, such broad distribution of experience was not intended, but this is really impossible to avoid, and the ability of the research tools to derive the source of the information enables it to be put into a useful perspective.

The generous distribution of experience by those indicating competency in the Technical area is accounted for by an analysis similar to that for the previous category.

Throughout other sections of the Table, about half of the persons checking in a given category report experience in other areas of educational television. The Evaluation Committee did not report any further observations regarding specific areas of this Table, but did make the following general statements:

(1) Educational television does not have a significant core of specialists who have been encouraged to develop and master any particular skill or competency.

(2) Persons in educational television are broadly familiar with many areas in the field, and assume that after brief contact and experience in one or another area, they can be considered "competent."

(3) Much greater effort is needed to encourage competencies in specific areas, but this training ought to be combined with understanding and general knowledge of those subjects not included in the major emphasis. This approach should develop a more realistic awareness of personal limitations and should eliminate a situation in which half the people in educational television consider themselves qualified in nearly every aspect of this field.

FORMAL AND INFORMAL TRAINING OF EDUCATIONAL TELEVISION PERSONNEL

One measure of the status of a profession is the degree to which its members have undergone formal academic training. To be sure, this is not a sole criterion, but it is a matter which should be considered in assessing the over-all professional status of educational television personnel and in this regard, the data in Table 9 report a high rating.

TABLE 9

DISTRIBUTION OF ACADEMIC DEGREES
AMONG EDUCATIONAL TELEVISION PERSONNEL

Degrees	Major Areas of Study								Total No.	% of Total
	Education		Radio-TV		Engineering		Humanities & Others	%		
	No.	%	No.	%	No.	%				
Associate	23	10.3	19	8.5	30	13.4	152	67.8	224	4.3
Bachelor	389	14.8	306	11.7	45	1.7	1,888	71.8	2,628	51.6
Master	513	28.7	255	14.3	5	0.3	1,012	56.7	1,785	34.8
Doctorate	142	29.0	44	9.0	0	0.0	303	62.0	489	9.3
Total Number of Degrees									5,126	100.0

These data reveal that among the 3,152 educational television personnel included in this survey, there are 5,126 academic degrees held, *roughly 1.6 per person. 4.3% of these are Associate degrees, 51.8% are* Bachelor's degrees, 34.8% are Master's degrees, and 9.3% are Doctoral degrees. The distribution of these degrees among various disciplines of study is indicated in the Table.

Of importance for the training of future personnel is the observation that the specialized training appears to be emphasized more at the graduate than the undergraduate level in education, with the reverse being true for educational television personnel whose formal training

has been in radio and television. In that case, more undergraduate degrees are held than graduate. No doubt this reflects the absence of programs of graduate study for educational television within the college curriculum.

Nearly ten per cent (10%) of the degrees held by educational television personnel are doctoral degrees. The majority of these degrees are not in education, or radio-television, but in one of the humanities or sciences. Twenty-nine per cent (29%) of the doctoral degrees are in education, and nine per cent (9%) are in radio and television. This low number demonstrates the lack of careful study which has been given the field through serious academic attention and may account for the ease with which television is often dismissed as "just another audio-visual tool."

It was also possible to tabulate the number of advanced degrees in process and at least two reasons why they were still in process and not completed.

Respondents indicated that 394 masters degrees and 373 doctorates were in process. In 758 cases, coursework was delaying the degree and in 667 situations, the degree was being delayed because of an unsatisfied dissertation requirement. The seriousness of these delays is clear when related to the continuing demand for doctoral recipients to hold teaching and administrative posts in education. The enthusiasm for a university to list several Ph.D's beside the names of its faculty has not been matched by a similar push to clarify and expedite the academic experience

TABLE 10

ADVANCED ACADEMIC DEGREES IN PROCESS
AND REASONS WHICH DELAY COMPLETION

Degrees	Number
Masters	394
Doctorate	373
	Reasons which delay completion
Coursework	758
Dissertation	667

necessary to receive the degree. The entire process does not add stature or meaning to the advanced degree and needs careful consideration with respect to educating the educational broadcasters.

There are other methods for educating current and future educational television personnel, of course, and they involve special workshops, seminars, professional associations and other ways which provide for the exchange of ideas and experiences. The information in Table 11 relates the status of this area of study.

In the schedule of questions on which each individual presented data, the following definitions were given for the terms listed in Table 11:

SPECIAL TRAINING IN TELEVISION: (Workshops, internships, seminars, vocational school courses, etc.)

MEMBERSHIP IN SELECTED PROFESSIONAL ASSOCIATIONS: (Please check those organizations in which you hold membership and indicate offices held, committee memberships, and special assignments—A.P.B.E., D.A.V.I., N.A.E.B., S.M.P.T.E.)

CONTRIBUTIONS TO PROFESSIONAL DEVELOPMENT: (Papers, Research projects and Publications - please identify)

SPECIAL ASSIGNMENTS: (Consultancies, workshop staffs, foreign service, special projects. Please list dates and responsibilities)

TABLE 11

NUMBER AND PER CENT OF RESPONDENTS INDICATING SPECIAL TRAINING, MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS, CONTRIBUTIONS TO PROFESSIONAL DEVELOPMENT, AND SPECIAL ASSIGNMENTS

	Number	Per cent
Special Training	1,273	40.4
Membership in Selected Professional Associations	1,010	32.0
Contributions to Professional Development	470	14.9
Special Assignments	719	22.0

These data suggest that we have not begun to tap the possibilities for training which exist in conducting special workshops, seminars and the further development of professional associations. Specifically, only

40% of the people surveyed reported attendance at any kind of extra-curricular training seminar, and only 32% listed affiliation with any of the well-known professional associations concerned with educational communications. Still fewer people have made contributions to professional development and enrichment, although 22% have reported special assignments which serve to distribute their experience and training among a wider group.

SUMMARY OF THE RESULTS

It is not possible to derive from the results of this study, the "typical" educational television person. What is known is that he is generally better paid than we might have suspected, and that his education level, as measured by degree attainment, is relatively high.

It is also true that many educational television persons considered themselves persons of broad background in this field, and considering that 60% are between 34 and 53 years of age, it is likely that their experience does cover a wide range of areas. To suggest that such experience is properly called a competency or skill may be a more generous analysis than the accomplishments of educational television can support.

There is evidence that the opportunity to develop women for educational broadcasting has not yet been as fully explored as it might be.

Awarding of advanced academic degrees is severely retarded by the large number of persons whose doctoral and masters degrees are awaiting the completion of coursework or dissertation credits. While this could reflect upon the character of the candidates for these degrees, it is also possible that a permissive attitude toward the processing of these candidates could also serve to cause such delays.

It is known, too, that most persons in educational television positions are located at stations or facilities operated by public schools,

or colleges and universities, or at community-owned educational stations. In either situation, the close ties with educational organizations, either through a direct relationship, or through the co-operative institutional approach which identifies most community-owned stations, suggests the need for television specialists also to be experienced and trained in matters of public education.

Conversely, it is obvious that teachers and supervisors using television facilities in formal education must also have experience and training in the technical skills and requirements of television.

Development o in-service training programs in schools and colleges is slow, and membership in professional associations needs further encouragement.

CONCLUSIONS AND RECOMMENDATIONS

The N.A.E.B. Survey of Personnel in Educational Television presents information about the number, location, training and experience of individuals now staffing and managing today's educational television facilities. The effort of this study has been to reveal information about competency and experience which would be helpful in giving direction to the development of new programs of study which are sorely needed to provide competent personnel for future needs.

A review of the courses which exist in colleges and universities is helpful at this point because it indicates what we have to go on.

There are just under thirty (30) universities which offer some kind of work in educational television. So far as can be discerned from catalogs and other descriptions, these do not represent courses which have been organized into a degree-granting program that results in any extensive emphasis upon educational television as a new professional area of study.

The courses now being offered have a variety of titles, some which reveal the content, and others which successfully conceal what is presented in the course.

Here are some examples:

"Educational Television Production"
"Programming and Production for Educational Television"
"Television in Education"
"Social and Educational Aspects of Radio-Television"
"Classroom Teaching with Television"
"Radio and Television in Education"
"Directed Study in Educational Broadcasting"
"Laboratory in Educational Television"
"Seminar in Educational Television"
"TV Techniques for Classroom Teachers"
"Seminar in Closed Circuit Instructional Broadcasting"
"Educational Television"
"Educational Television Workshop"
"Television for the Teacher"

Although the titles vary, the descriptions for most of these courses are nearly identical. What has occurred is that curriculum planners in education and radio-television have both sought to develop courses in these areas and have not generally combined their resources for the purpose of developing a joint approach for educational television. Schools of Education are teaching about educational television in much the same way that they handle other "audio visual devices and instructional materials." There is little awareness that television in the instructional program is not just another device for re-distributing what is usually done in the classroom, but a means of improving upon that, and implementing long-needed changes ranging from curriculum revision to building design.

Similarly, Departments of Communication and Radio-Television, administered by persons with commercial radio-television background, often give only a passing nod to educational television as just another

application of a device which "everyone knows has greater economic impact than educational impact." Such an approach still persists in identifying educational television as a non-profit version of commercial television rather than a positive educational service in its own right.

What is happening in educational television training at our colleges and universities now is helpful in providing a general over-view of the field, but it produces educational television personnel only as a by-product. There is no recognizable attraction of top quality persons into graduate specialization in this field, and aside from minimum academic requirements for graduate school, many institutions take whoever applies. There is no harm in the general orientation which is provided through this system, but it cannot be relied upon to provide the persons who will be managing and operating educational television facilities in the future.

These are not easy matters to correct or to improve upon. The field is already becoming so vast that we cannot look any longer upon our personnel to come exclusively from either education or radio-television curricula as we know them today. The growing use of these media in medicine, dentistry, and the military means that persons will require specialized knowledge in several fields before they can satisfactorily contribute to a given position. This, in turn, means two things: first, training in television cannot be successful unless it is accompanied by experience in a supporting discipline and, second, efforts must begin at once to relate these areas of preparation if professional

graduate schools are to provide broadly educated and professionally trained personnel for educational and instructional television.

For the foreseeable future, the majority of persons who work in educational television will be the products of radio-television or education curricula. Judged by the current distribution of degrees, most of these will have undergraduate degrees in the liberal arts, and will have professional graduate training in one or the other of these special fields. Therefore, for pre-service training purposes, the Evaluation Committee directed its attention to these two important areas.

Put as simply as possible, there is information which radio-television majors must have about education, and there is experience which education majors must have concerning educational communications. In neither case will it be satisfactory to "take a course in the radio-television department or take a course in the school of education." New and specialized courses must be devised which meet the needs far more directly than getting a course or two from a "foreign" academic area. This is precisely the kind of tolerance, without understanding, which so sharply divides media-oriented persons from education-oriented persons today, and it will be of no assistance to pursue this approach.

Specifically, for persons whose major emphasis is education, there are a variety of techniques and levels of information which should be a part of their training. The variety ranges from general information about the potential value of television to meet various curricular and

community needs to discussion of the varying roles of the studio teacher and the classroom teacher, to principles of cooperative planning and team teaching, to some basic information about how to recognize a good picture on a television receiver and how to get one if it isn't there. Small though it seems, this has often meant the difference between a class receiving and benefiting from a lesson and watching a faded, out-of-focus picture that the classroom teacher does not know how to improve.

Some of this information is available within the professional education division of a university and some of it is more likely to be found in the television department. The awkwardness of "dividing up" information such as this is obvious and gives added support to the joint development of courses which will meet the standards of both areas but not be taught in such fashion that the education student's interest in television is lessened by his own department's careless and know-nothing attitude about it. Much greater experimentation with cooperatively devised courses is needed to take advantage of the specialized information in both areas, evolving it into a new approach which neither department could do alone. This is not without problems, but the pioneers will find it well worth the effort in terms of student gain.

At the same time that education schools and departments are enriching their courses concerned with new educational media, radio and television departments, continuing an emphasis upon their field, should also consider relating a portion of their coursework more closely to

professional education and other allied areas. Other courses could be concerned with Administration, Finance, Communication Law, and Urban and Community Organization. These and other such courses could profitably be handled on a yet to be developed case study basis. Again, it must be emphasized that this is not best done by taking a few "outside" courses, but by devising cooperative courses of study which will correlate educational practices, techniques and philosophy, and other matters of public concern to the major professional field of study - in this case, radio and television. Where feasible, this might be planned in conjunction with internships at educational stations.

What these suggestions could lead to, is the development of a new curriculum, culminating in a degree which identifies a person as a trained, professional educational broadcaster*. Within this framework, it is possible that a person's emphasis could be in education, political science, art, or radio-television, with other areas being used as background or support.

These recommendations sketch the principles which the Evaluation Committee felt should characterize the development of systematic curricula in educational broadcasting. As such, they do not detail the exact course titles or outlines which could provide the kind of training

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*The term "broadcaster" as used here and throughout this report, means all those involved in the use of television regardless of the techniques of transmission.

which will be most likely to serve future needs. Such detail is beyond the purpose of this study, and should properly follow at individual institutions where there exists an awareness of this problem and an enthusiasm to meet it.

Two other areas were also given careful attention by the Evaluation Committee. First, there was concern that the in-service training of teachers, and other educational broadcasting personnel was not proceeding at a rapid or extensive enough pace. From school board members to superintendents, to teachers, to community leaders, to educational television station managers, there exists a need for institutes, seminars, or workshops which will emphasize the potentialities of television in meeting specific instructional and general educational needs.

Efforts such as these could be undertaken in conjunction with professional educational associations, by appearance of educational broadcasters on the conference programs of these groups, and by cooperatively arranged traveling "clinics" which could move from community to community as they are needed, providing information of as specific or general a nature as is appropriate. Through existing conventions, conferences, and seminars more effort could be directed toward the development of new methods for training personnel for educational communications.

Second, the Evaluation Committee expressed concern over the lack of effort to attract high quality undergraduate students into professional

training programs. Although general promotional material can be of some help, the most direct system of contact with students appears to be most desirable. In much the same way that industry recruits college graduates, educational broadcasters must also seek and attract talent to their profession. This can take the form of visits to universities where interviews are arranged, or could easily be done to a greater extent within a university itself. The education department, or the radio-television department could encourage its own bright undergraduates and actively seek those from other disciplines.

But even this approach, the Committee advised, will be successful only to the extent that there are professional courses of study which can stimulate and challenge the bright student.

Such a vast undertaking as has been outlined here is not easy to conceive, and of course is far more difficult to confine to a specific plan. What must be done now, is that any institution which relates itself to educational television must inspect its role in providing personnel for the immediate and distant future. The growing number of educational television operations testifies to the need and the variety of new applications of television and demonstrates the folly of taking whoever comes along and teaching him enough through on-the-job experience to hold down a position.

This approach will never provide persons with a basic philosophical understanding of the purposes and potential of television's use for

all levels of education, and must be replaced by thoughtfully conceived professional level training programs that will provide such understandings.

As institutions review their role in meeting this need, they must consider the gaps in recruiting quality personnel for educational television; the large variety of needs for instruction, ranging from classroom teachers with an understanding of television's new role in the teaching and learning process, to studio teachers who must learn and excel in new skills of presentation; the need for persons who can develop and prepare programs in the area of public affairs; the need for artists who can assist in the exploitation of television's visual impact; and the need for skilled technicians. Above all, they must consider whether this is a matter in which they can make a contribution or encourage someone else to do so.

The need to develop a professionally effective curriculum for television specialists and television users is intimately related to the urgent need for revision of teacher education curricula and communication media curricula. It seems clear, by the evidence of this study and of recorded empirical experience, that it is no longer possible to separate these disciplines either in basic preparation or in effective practice.